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ABSTRACT

Community-based programming (CBP) is a cooperative process in which a community college serves as the leader and catalyst in effecting collaboration among the people, leaders and community organizations in its service area. This report discusses the changing role of the community college, the nature of CBP, and expected outcomes of the process, including identification of community concerns, unified action, high community standards, and the development of new leaders. In addition, 15 tasks are presented for use by community college leaders in carrying out CBP, including: (1) develop a definition of CBP that encompasses the basic principles required to fulfill the college mission as a community-based institution; (2) increase knowledge about the local social-cultural, economic, and political environment; (3) critically examine college operations to ensure an emphasis on CBP; (4) establish an environmental scanning committee (ESC) to evaluate the external environment and identify and rank issues of concern to the community; (5) provide leadership for the ESC; (6) the ESC should consult and seek confirmation from other community leaders; (7) gather information on local populations affected by identified issues; (8) identify formal and informal leaders within target communities; (9) initiate dialogue with leaders of target communities in order to attain consensus; (10) create a setting for leaders to formulate and discuss a unified plan of action; (11) provide leadership in carrying out the plan; (12) provide opportunities for leaders to report to their constituencies throughout the implementation phase; (13) provide catalytic leadership in assessing final outcome achieved and cost-effectiveness of the plan; (14) arrange opportunities for leaders to report to their groups on results attained or progress made toward resolving the issue; and (15) use results of the plan to develop and implement new plans for continued treatment of the problem. (MAB)

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Institutes & Workshops

Community-Based Programming: An Opportunity and Imperative for the Community College

by
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Introduction

Community colleges, from their inception, have been a vital force in ferreting out, responding to, and serving the educational needs of the people who reside in their respective service areas. Through their broad array of credentialing and continuing education programs, community colleges have had and continue to have a positive impact on the quality of life of their constituencies. Through formal education programs at community colleges, countless individuals have been helped to improve their performance, both as members of the work force and as members of society. Those individuals have been encouraged and enabled to improve their educational status and to acquire the skills needed to obtain gainful employment and to advance in their chosen occupations. Their personal and professional aspirations and their resolve to achieve them have been elevated, with the result that they have become more active and informed participants in the affairs of their community, state, and nation.

Community colleges have had and continue to have a profound effect on improving the lives of those constituencies who participate in their educational programs. Now there is a critical need for these unique American institutions to become the moving force in effecting and facilitating greater collaboration among the people, their leaders, and community-based organizations and agencies in identifying and seeking resolutions to major and complex issues that have a negative impact on the people. Existing conditions, such as unemployment and underemployment; adult literacy; a polluted environment; ineffectual school systems; concern over the cost, availability, and quality of health-care services; cultural and ethnic tensions; and substance abuse are but a few of the public issues that face every community in the nation.

The resolution of these and similar social and economic issues will require more than increased funding for local agencies and organizations for "beefing up" existing programs or developing new ones. Such programs, even with increased funds, have had minimal impact on resolving issues. Adult illiteracy is a prime example of a critical societal problem in which additional funding for existing programs, as well as the creation of new literacy programs, has had little or no measurable impact in reducing the percentage of illiterate adults in the nation's population. Unfortunately, a mistaken belief exists among large sectors of society and among some decision makers at local, state, and national levels that additional funding for existing and new programs is the sole solution to the nation's problems.

As it becomes increasingly apparent that the infusion of more funds into existing local, state, and national bureaucracies is not a cure-all for societal issues, community colleges are well-situated to take the lead in arousing the consciousness of the people to their great potential for resolving many of those concerns through increased self-initiative, cooperation, and resolve. Concomitant with reawakening the people to their obligation to generate and support self-help efforts and programs is the need for bold action by the leaders of other community-based agencies and organizations to work in concert with the people of the community in seeking resolutions to the critical issues with which they are confronted. Coalitions and networks among governmental agencies, community groups, and other systems in both the public and private sectors are essential to effective collaboration with the people in developing and implementing programs that will have maximum impact on the resolution of issues that, to date, have eluded total or even partial solution.

The Changing Role of the Community College

Currently, few mechanisms are utilized in communities for stimulating and motivating cooperation and collaboration among leaders in studying, identifying, and analyzing issues that are of major concern to the people. Moreover, few programs exist that will lead to the resolution of those issues. Most existing community-based agencies and organizations are highly specialized and have specific functions. They do, however, have resources and expertise that, if skillfully combined with those of their sister agencies and organizations as part of a team effort, could have a measurable impact on resolving community-based issues. The need is for some community organization or institution to act as a leader and catalyst in bringing groups together to identify issues and seek solutions. In many respects, the

ideal organizations to play in these roles are community colleges.

The community college then, more than many other community-based organizations and agencies, is positioned to function in the roles of leader and catalyst in stimulating and sustaining teamwork among leaders of local agencies and organizations in jointly identifying community-based issues and in developing and carrying out coordinated, team-focused programs that will have the greatest impact in resolving such issues.

The strengths that support the case for community colleges to assume a leadership/catalyst role in their respective communities are many. First and foremost, the community college is deeply embedded in the fabric of its community by virtue of its mission, funding base, and record of achievements. Second, the multidisciplinary nature and comprehensiveness that characterize most community colleges is a strength unequalled by other community-based organizations. A third strength of the community college is the public's perception of its capabilities. Fourth, the community college is viewed by the people at large, as well as by community-based agencies and organizations, as a neutral organization that is committed to serving all people. As an open-door institution with a reputation for neutrality, the community college has considerable potential for bringing the people and leaders of significant community organizations together in a cooperative spirit. The community college's fifth strength is its knowledge of and sensitivity to the local social, economic, and political forces that shape its environment.

To function effectively in this community-focused role, the community college will need to experience renewal and, indeed, transformation in reinterpreting its mission, philosophy, functions, and mode of operation. In brief, the community college must position itself to function both as a leader and catalyst in helping its community and its leaders to identify and respond collectively to the significant issues that have a negative impact on the quality of life. Serving as leader and catalyst, the community college works with the people, their leaders, and other community agencies and organizations in identifying and solving basic educational, economic, and social issues. It requires that the community college think of itself not only as a sector of higher education, but as the hub of a network that is engaged in community leadership, development, and cooperation.

The question is: How does the community college reposition itself to perform as a leader and catalyst in effecting and nurturing collaboration among the people and their leaders and community-based organizations and agencies within its service area in identifying and seeking solutions to current and emerging issues that are of critical concern? Community-based programming is receiving increased attention as a means of forging continued and sustained linkages between the community college and the external publics that make up the larger social-cultural, economic, and political context in which the community college functions.

Community-Based Programming Defined

What is community-based programming? What are the processes inherent in effective community-based programming in which the community college should engage?

Community-based programming is a cooperative process that involves a series of processual tasks in which the community college serves as the leader and catalyst in effecting collaboration among the people, their leaders, and other community-based organizations and agencies within its service area in identifying and seeking resolution to major issues that are of critical concern to the community and its people. Embodied within this definition are a number of salient ideas and concepts.

First, in community-based programming the *community college* is clearly defined as the catalyst for facilitating and effecting collaboration among the people and significant other community systems in identifying critical issues and in developing collective action programs that may lead to resolving those issues. As a catalyst, the community college behaves in a positive and noncoercive manner to (1) obtain and focus the attention of the people and their leaders, as well as that of significant other community-based agencies, organizations, and stakeholder groups, on an issue that is having a negative impact on the quality of life of those

affected, and one for which no single agency or organization has the resources to solve independently; (2) provide the stimulation and motivation for the people affected by the issue and the stakeholder groups to work collectively in analyzing the issue and reaching consensus on and commitment to a collaborative plan for its resolution; and (3) provide continuing, attentive care and nurturance to the collective team effort in implementing their collaborative plan and assessing its impact on resolving the defined issue.

Second, community-based programming is issue driven. What is an issue? An *issue* is defined as a matter of wide public concern that arises out of complex problems that influence the daily life of human beings. Issues have three key features: (a) they exist in the broad dimensions of the entire society; (b) they have their source in complex problems--economic, social, political, technological--that are characterized by divergent viewpoints, shifting public perceptions, and turbulent values in an age of instability; and (c) they frequently involve conflict and controversy that require mediation of disputes among competing interests.

A third and critical element that is embodied in community-based programming is collaboration. To *collaborate* is to work jointly with significant others in seeking solutions to an issue. Implicit in collaboration is mutual agreement by those involved on the definition and nature of the issue, goals to be pursued in resolving the issue, and a plan of action for resolving the issue. Such collaborative efforts among those affected by the issue and the stakeholder groups ideally results in the formation of a coalition of their spokespersons. A *coalition* is a temporary aggregation of groups that have a common interest in and commitment to the resolution of an issue. The coalition is an aggregation that combines human and material resources to seek resolution to the defined issue in a manner beyond the capacity of a group or organization acting alone. A coalition increases the critical mass behind resolving a specific issue.

In all instances, programs that are derived through community-based programming are the direct result of collaborative needs assessment. Thus, in most instances, these programs respond to issues and, in some instances, they respond to windows of opportunity. But in each instance, the programs serve as vehicles for transcending the traditional roles of community colleges, for infusing the public agenda with values of the open-door policy and access with excellence, and for promoting the potential of local communities to direct their own futures.

Guidelines for Engaging the Community College in Community-Based Programming

Community-based programming, whether viewed as a system or as a process, involves clearly defined, orderly, processual tasks that, when fully implemented, result in predictable outcomes. The outcomes sought are (1) the identification of and movement toward resolution of major issues that are of critical concern to the community and its people; (2) the creation of a unified synergy that transcends the forces of fragmentation in the community and cultivates a cooperative spirit of teamwork, resolve, and optimism among the people, their leaders, and stakeholder groups and organizations; (3) the acceptance of high community expectations by the people, their leaders, and other community-based agencies and organizations from working together and developing a broad-based, institutionalized community system to deal with issues of wide public concern; and (4) the emergence and development of new leaders and current leaders who are representative of all persons in the community. To accomplish these outcomes, the following processual tasks are suggested for community college leaders to use in their approach to carrying out community-based programming.

Processual Task 1. *Each community college should develop and adopt a definition of community-based programming that encompasses those basic principles and concepts required to fulfill its mission as a community-based institution.*

Recognizing that each community college has a unique culture and serves unique communities, and recognizing that each community college's definition of community-based programming must ultimately be in concert with its mission, there are, nonetheless, certain

basic tenets that must be adhered to if a community college is to function as a community-based institution. Once the basic tenets are understood and accepted by key members of the college community, it is imperative that the governing board, community leaders, and significant others affected by the institution understand, accept, and be committed to the definition. In developing its definition of community-based programming, the community college must take into consideration those social, political, and economic forces that shape the institution and its service area. Processual Task 1 is the first step in becoming a community-based institution and provides the foundation upon which other processual tasks must rest.

Processual Task 2. *The community college needs to increase its knowledge about the social-cultural, economic, and political environment in which it functions.*

The community college's success in community-based programming will depend, in large measure, on its leaders' and staff's knowledge about and understanding of the social-cultural, economic, and political context in which the institution functions. Often the community college's chief administrator is well-versed in these matters. However, this is not always the case with other community college administrators and faculty members who will have crucial roles in carrying out community-based programming. The institution's chief executive officer, other administrators, and staff also need to be knowledgeable about regional, state, and national forces that influence and, to some extent, shape the options open to the community college's service area. An understanding of the community college's service area and how it is intricately linked to the larger environment is a prerequisite to becoming involved in community-based programming.

Processual Task 3. *The community college should examine critically and, if needed, reinterpret or modify its mission, philosophy, goals, organizational structure, and mode of operation to give emphasis to community-based programming as one of its major programmatic thrusts.*

Based on its definition of community-based programming and its understanding of its external environment, the community college may need to reposition itself to function as both leader and catalyst in involving people and their leaders and spokespersons of community agencies in its service area in identifying and responding to critical issues. Such repositioning will, in most instances, require that the community college reinterpret or modify its mission to emphasize community-based programming as a major programmatic thrust. Further, the philosophy that the institution embraces and that currently guides the behavior of its staff may need to be modified or expanded to accentuate those beliefs and values that will facilitate and nurture the community college's involvement in the affairs of its service area.

The goals of the community college also may need to be expanded to include a focus on the empowerment of all people domiciled in its service area through facilitating the development and implementation of community-based programs that often are external to campus-based credentialing and continuing education programs. Concomitant with these changes and modifications, there may be the need to effect changes in the community college's organization, deployment, and utilization of its resources. The organizational structure of the institution must be attuned to respond effectively to community-based programming. The extent to which a community college becomes committed to and involved in community-based programming will depend, in large measure, upon the processes through which its resources are identified, attained, and managed. Of special importance to community-based programming are the community college's management processes and practices. The management processes and practices of the community college should facilitate and enhance its staff's commitment to and involvement in community-based programs. In addition, a concerted effort needs to be made by the institution's chief administrators to involve the staff, faculty, and governance officials in the repositioning of the institution. Their involvement will greatly strengthen their sense of ownership in the repositioning of the community college in its efforts to become the leader among community-based organizations and agencies.

Processual Task 4. *Consistent with its modified mission, philosophy, goals, organizational structure, and mode of operation, the community college should establish an appropriate and functional mechanism for scanning its external environment to identify and rank, in order of importance, current and emerging issues*

that are or will be of critical concern to the community and its people.

Continuous scanning of the environment is critical to the community college's staying abreast of the dynamics of the forces in its service area and understanding how these forces affect the quality of life of the people. Without continuing study and analysis of its community, the community college will not have the knowledge needed to function as a dynamic agent in facilitating change within its community. Environmental scanning is a critical process that the community college must commit to and engage in to remain focused on both current and anticipated community affairs. As a process, environmental scanning focuses on identifying, studying, and analyzing current and emerging issues and forces that influence the people in the service area and their quality of life. Environmental scanning first focuses on highly visible issues that are derived from the media, discussions with the people, and personal observations. Trends and other data concerning those indicators are examined and analyzed in depth to reveal the issues and whether they are of sufficient concern to people in the service area to warrant concerted attention. Environmental scanning requires that issues be prioritized according to the potential severity of their impact on the community and its people and according to the resources available to deal with the issues. To perform these crucial tasks, an environmental scanning committee will need to be established by the community college. Its membership might be a cadre of selected community college administrators, faculty members, trustees, and respected community leaders who are willing to work with the community college in its quest to become informed about the major issues that confront or will confront the community and its people. Not only does the committee monitor the social, cultural, economic, and political environment and generate regular "weather" reports for the community college and the people, this committee is the focus of the holistic overview of the community-based programming process and the repository of its collective memory.

Processual Task 5. *The community college chief executive officer should provide leadership for the environmental scanning committee in its study of the community to discern existing and emerging issues of major import to the people.*

The community college president must play the major role in creating the climate in which the institution's environmental scanning committee functions. The initial task is to organize the committee. Guidance and support will need to be given the committee in understanding its role, including becoming deeply involved in identifying community issues that are or will be of critical concern to the community. Environmental scanning requires sampling public opinion, reading, listening to news reports, and examining other credible sources to become well-versed about the state of affairs in the community. The community college president and other resource persons will need to provide the technical assistance and the coaching to aid the environmental scanning committee in obtaining and interpreting the facts surrounding the initial issues.

Once the environmental scanning committee verifies those issues, the group should arrive at a consensus in ranking the issues in terms of their relative importance. While several criteria may be used in ranking the issues, the most important should focus on the severity of the issues in terms of their impact on the quality of life. Also, from a pragmatic perspective, the committee will need to determine whether each of the issues can be resolved, or movement can be made toward its resolution, by the people. The ranked issues then become the public agenda of both the community college and its service area.

Of particular importance in Processual Task 5 is that the environmental scanning committee not disband at this juncture. Rather, it needs to become a permanent, active, and ongoing part of the community college's repositioned posture as both a leader and catalyst in facilitating positive change among the people and the community.

Processual Task 6. *The environmental scanning committee should seek further confirmation and legitimation of the identified and ranked issues from significant other community leaders and power brokers.*

The broad-based analysis of public opinion and factual information about the community may meet all the standards of objectivity and empirical measurement, but to avoid any misconceptions or undue opposition, it is imperative that traditional and institutionalized sources

of influence be consulted. These formal and informal leaders not only should be kept apprised of the ongoing community-based programming effort, they should be viewed as a source of verification as well as legitimation.

In some instances, leaders may be approached as a group. In others, they may be approached individually. In any event, this effort should not be bypassed since the potential "veto" power of such leaders and groups can be either a stumbling block or a stepping stone to efforts of the environmental scanning committee.

Processual Task 7. *The community college should proceed to study, analyze, and map the service area's publics that are affected by each of the identified and ranked issues.*

For each issue, there is a distinct target public that is, in turn, linked to significant other publics. The target public is that aggregate of people who are or will be affected directly by the issue. Significant other publics, often referred to as stakeholders, have or may have a vested interest in what happens to the target public. Using adult illiteracy as an example, the target public consists of those adults who are defined as functionally illiterate. The stakeholder groups could include the school system, employers, social services, public health, elected governance officials, public and private adult literacy provider groups, religious, and other benevolent groups. The task is to study, analyze, and map both the target public and the stakeholder groups that are connected to and have a vested interest or stake in the affairs of the target public. Many of the stakeholder groups have programs in place that focus on the target public. The challenge is to utilize the appropriate tools and strategies to map and identify those groups that will be both the participants and actors in developing and implementing a program to eliminate or cause positive movement toward eliminating illiteracy among the service area's adult population. The same general process would be used in identifying and mapping the target public and stakeholder groups for each of the other ranked issues.

Processual Task 8. *The community college selects and uses appropriate processes and techniques for identifying both the formal and the informal leaders within the target and significant other publics.*

While study, analysis, and mapping of the target public with regard to an identified and ranked issue is critical, the key to gaining access to and getting that public involved in community-based programming rests with its leaders, both formal and informal. The importance of this processual task in community-based programming is underscored by the authority and power vested in the leaders of the target public. The object is to discover those persons who can speak authoritatively for members of the target public and who will reflect the beliefs and values of that public.

A number of approaches may be used to identify leaders. The more common leadership identification approaches are the reputational approach, the positional approach, the personal influence approach, the social participation approach, and the decision-making approach.

Which approach one uses in identifying leaders of a target public for a specific issue varies. The goal is to identify those leaders who reflect the beliefs and values of the target public and who wield influence among its members. In implementing this processual task, an eclectic attitude on the part of the community college's leaders in using a combination of leadership identification approaches may produce the best results. For example, again consider the illiteracy issue. Perhaps in seeking funds to support a literacy program, it would be essential to seek and secure the support of formal leaders (positional approach). But it is also crucial that the community college make contact and establish linkage with informal leaders among target public members who can help identify their felt needs, create among them an awareness of the severity of those needs, legitimize the need to take action, and secure their participation in programs that are designed to eliminate illiteracy. In this case, the positional approach is likely to accomplish only part of the task of involving the target public in a literacy program.

Paralleling the need to identify leaders of the target public is the challenge and opportunity to identify and establish stronger linkages with the leadership of those significant other publics that have a stake in the affairs of the target public. In most instances, those stakeholders already have in place programs that are directed toward the target public, or they have a keen interest in

the affairs of the target publics. Each of those significant other publics has leaders or spokespersons. It is critical that the community college's leaders become thoroughly knowledgeable about the cultures, programs, resources, and organizations of those stakeholder groups. Those significant other publics, through their leaders, must be provided opportunities to collaborate with the community college's leaders and leaders of the target public in defining the issue and in designing and implementing programs leading to its resolution.

Processual Task 9. *The community college, as a catalyst, initiates dialogue with leaders and spokespersons of the issue-specified target public and significant other public(s). The object is to attain* ***consensus*** *among the leaders and spokespersons that the issue is important and is influencing or will influence negatively the quality of life or well-being of the target public.*

Identification of leaders of the target public, as well as those associated with relevant stakeholder groups, by the community college's environmental scanning committee, while important, is not sufficient. Rather, the environmental scanning committee must strive to create within members of the target public and its leaders an awareness and understanding of the issue and how it is negatively affecting the quality of life of the target public. Unless the issue is perceived as a problem by the target public, the prospect of successful change is minimal. Statisticians, economists, and other experts may be well-versed in statistical and quantitative trends, but they may not be as well-informed about internal social and cultural forces that are indigenous to the target public and that shape their ways of behaving. Since all previous processual tasks are undertaken to identify and to connect the issue with its target public and stakeholder groups, it is essential that the final word come from members of the target public and stakeholder groups that the issue is a problem and that it needs to be resolved. It is at this stage that a coalition of the target public and stakeholders begins to evolve. When those significant other publics include an existing coalition, the community colleges should work with that resource. It should be kept in mind that effective community-based programming means working *with* the people, not simply working *for* the people or doing things *to* the people.

Processual Task 10. *The community college creates the setting for coalition leaders to become involved in analyzing the issue and the situation within which it is embedded, and in formulating and committing to a unified plan of action for resolving the issue.*

Once the issue has been defined and legitimized by the leaders of both the target public and its stakeholders and general consensus has been reached among those leaders, a response to the issue must be formulated. Ideally, the coalition of leaders will begin to evolve as a team that functions within the context of a unified plan of action that was designed to resolve the issue.

The challenge in developing the plan of action is to engage the coalition in an in-depth study of the situation in which the issue is grounded so that informed decisions can be made about what needs to be done to resolve the issue and design a unified plan of action. Such an in-depth study should concentrate on the social-cultural, economic, and political factors that are present in the situation in which the issue is nested. Armed with this knowledge, the coalition reaches consensus on and develops a plan of action for resolving the issue. Such a plan should include a definition of goals to be achieved, a strategy for working toward attainment of those goals, and agreement and commitment from the leaders of the coalition as to what their respective agency, organization, or group will be willing to do as a part of a team effort in implementing the agreed-upon plan of action, and in developing plans for continuing formative and summative evaluations.

Processual Task 11. *The community college provides leadership for the coalition in developing, coordinating, and carrying out the plan of action.*

The actual design and implementation of the unified plan of action by the coalition will require assistance from the community college. Detailed attention will need to be given to the schedule to be followed in launching the plan of action, as well as to its individual activities. Further, plans will need to be developed to monitor and evaluate the implementation of every aspect of the plan. There must be mutual agreement among coalition leaders to monitor and evaluate program activities and to make changes in the plan of action and its activities as needed.

Processual Task 12. *Throughout implementation of the plan of action, periodic and planned opportunities are provided for coalition leaders and significant other community leaders to report on progress made, obstacles encountered, and to explore strategies not included in the initial plan of action for possible use in resolving the issue.*

The overall objective is not the plan of action; rather, it is to move toward resolution of the issue. As the catalyst, the community college needs to provide both the stimulus and ongoing opportunities for the coalition and others involved in carrying out various aspects of the plan of action, for monitoring the progress being made, and in identifying obstacles encountered. Opportunities also should be provided for reporting on results obtained, as well as alterations in the plan that are made to increase its impact in resolving the issue. It is only through such sustained interaction and exchange that needed modifications and adjustments in the plan of action can be made, thereby assuring its success or partial success in resolving the issue being addressed.

Processual Task 13. *The community college provides catalytic leadership for the coalition in assessing the final outcome achieved through the plan of action in resolving the issue and in determining the cost-effectiveness of the plan of action. Further, the community college assumes the responsibility for seeing that participants learn how to reflect constructively on that plan.*

Every effort needs to be made in advance to determine the standards by which success will be judged in resolving the issue. Once standards are determined, their presence or absence provides an objective measurement of the progress made toward resolution of the issue.

Results need to be documented, whether manifest, latent, intended, or unintended. The relationship between input activities and subsequent outcomes needs to be examined for cause and effect. Goals need to be reviewed, compared, and reassessed. In addition to concerns about fiscal accountability, substantive justification, and potential changes in a plan of action, determination of the merits of the plan of action rests upon how well it succeeds in resolving the issue, as well as how the experiences associated with it can be used in future plans of action.

Processual Task 14. *Planned opportunities are arranged for coalition leaders to report to their respective constituencies, agencies, or organizations, as well as other stakeholders, on the results attained or progress made in resolving the issue.*

The issues addressed are integral to the overall quality of life for all people in the service area, and community-based programming is sustained by support from people who are not a part of the current coalition. Although other community leaders may not be directly involved in efforts at resolving the currently selected issue, they may well be involved in future efforts. Furthermore, as key elements in the structure of the community, those groups are inextricably linked to the groups involved in the coalition, and their informed opinion is important in defining the situation at the completion of a plan of action.

Those who participated as learners and providers in activities associated with the plan of action need and deserve to be informed about the results that were achieved in resolving the issue. First and foremost, attention needs to be given to the target public and its leaders. Second, the stakeholders should be provided with information about the results of the plan. These two publics for the most part will have constituted the coalition that focused on the issue. Third, the community college's leaders, faculty, environmental scanning committee, and governance officials need to be informed about the progress made in resolving the issues.

Although the primary agenda here is to report the results of community-based programming, the cyclical nature of community-based programming calls for an ongoing exchange of information for inspiration, for fact finding, for further problem solving, and for decision making by the community college, the target public, and stakeholder groups. In its role as catalyst, the community college provides the opportunity for the coalition to report to those involved on the progress attained in resolving the issue.

Processual Task 15. *The coalition, with the counsel and assistance of community college officials, uses the*

results of the plan of action to develop and implement new plans or strategies for continued treatment of the issue.

The importance of the issue to other complex major issues may change with the success of the action plan or with other changes in the community over time. Conversely, it may be deemed necessary that continued vigilance is the most effective means by which the issue will remain resolved, at least locally. In either case, a decision to continue or discontinue efforts to resolve the issue will rest with the coalition.

The experiences and results gleaned from the concerted and collaborative efforts of the target public, its leaders, and the stakeholder groups in planning for and effecting changes with regard to an issue should provide valuable information that can be used by them as well as others in developing new plans and strategies for continued treatment of the issue or aspects of it that are unresolved. Valuable insights about what worked and did not work can help to avoid or overcome obstacles in developing and implementing any subsequent efforts in further confronting the issue.

Summary

Community-based programming provides a pathway for the community college's entry into the twenty-first century. It has the potential for elevating the community college to a greater position of centrality in the affairs of its community than ever attained by any other educational institution in America. Through community-based programming the community college can become a significant force in helping the people in its service area to emphasize those basic precepts such as self-initiative, self-reliance, resolve, and a fierce belief in and commitment to independence and democracy upon which the nation was founded, the values that make American citizenship the envy of the world.

Implementation of the community-based programming process will achieve significant social and economic changes that reflect the community of interests of both leaders and followers. The process is morally purposeful; it can empower the community college as well as the community; it collectively achieves an interplay between the needs and wants of the followers and the capacity of leaders to promote shared understanding; and it builds a visionary social, political, and economic architecture upon the key values of the broad-based citizenry.

North Carolina State University's Academy for Community College Leadership Advancement, Innovation, and Modeling (ACCLAIM) is committed to the proposition that the transformational skills of the community-based programming process can be learned and practiced by local community college leaders, faculty, staff, governance officials, and the department's graduates

ACCLAIM is committed to the proposition that, while the processual tasks of leadership may involve the marshalling of skills possessed by a majority but used by a minority, an understanding of the process of community-based programming leadership is something that can be taught to everyone. Thus, community-based programming not only is the process, but it is the product that ultimately answers the question: Where are we going? For leadership that transforms and continuously renews is ultimately the essence of how people can be empowered to reach their full potential as individuals and enhance the potential of their community, their state, and their nation.

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